Comparison of AC v8.4 to v9.0

Year 7: English

Key	same/refined	removed	new	moved

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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
Receptive modes (listening, reading and viewing) By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts. Productive modes (speaking, writing and creating) Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.	By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.

Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Language	Language variation and change	understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating ACELA1528			Language
	Language for interaction	understand how accents, styles of speech and idioms express and create personal and social identities ACELA1529	understand how language expresses and creates personal and social identities AC9E7LA01	Language for interacting with others	
		understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources ACELA1782	recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources AC9E7LA02		
	Text structure and organisation	understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors ACELA1531	identify and describe how texts are structured differently depending on their purpose and how language features vary in texts AC9E7LA03	Text structure and organisation	
		understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts ACELA1763	understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs AC9E7LA04		
	Expressing and developing ideas	recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information ACELA1534	understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas AC9E7LA05	Language for expressing and developing ideas	
		understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns ACELA1536	understand how consistency of tense through verbs and verb groups achieves clarity in sentences AC9E7LA06		
		analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance ACELA1764	analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective AC9E7LA07		
		investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language ACELA1537	investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings AC9E7LA08		
		understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ACELA1532 **Moved from Text structure and organisation**	understand the use of punctuation including colons and brackets to support meaning AC9E7LA09		
Literature	Literature and contexts	identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619	identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First	Literature and contexts	Literature

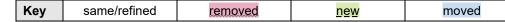| **Key** | same/refined | removed | new | moved |

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	Version 8.4			**Version 9.0**	
				Nations Australian, and wide-ranging Australian and world authors AC9E7LE01	
	Responding to literature	reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view ACELT1620		form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response AC9E7LE02	Engaging with and responding to literature
		compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts ACELT1621		explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LE03	
		discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage ACELT1803		discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage AC9E7LE04	
	Examining literature	recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches ACELT1622		identify and explain the ways that characters, settings and events combine to create meaning in narratives AC9E7LE05	Examining literature
		understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels ACELT1623		identify and explain how literary devices create layers of meaning in texts including poetry AC9E7LE06	
	Creating literature	create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition ACELT1625		create and edit literary texts that experiment with language features and literary devices encountered in texts AC9E7LE07	Creating literature
		experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour ACELT1805			
Literacy	Texts in context	analyse and explain the effect of technological innovations on texts, particularly media texts ACELY1765		explain the effect of current technology on reading, creating and responding to texts including media texts AC9E7LY01	Texts in context
	Interacting with others	identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition ACELY1719		use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY02	Interacting with others
		use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning ACELY1804			
	Interpreting, analysing and evaluating	analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose ACELY1721		analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E7LY03	Analysing, interpreting and evaluating
		use prior knowledge and text processing strategies to interpret a range of types of texts ACELY1722		explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology AC9E7LY04	
		use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ACELY1723		use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas AC9E7LY05	
		compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences ACELY1724			
	Creating texts	plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas ACELY1725		plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E7LY06	Creating texts
		plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing ACELY1720 **Moved to Creating texts**		plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace AC9E7LY07 MOVED FROM Interacting with others	

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		edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact ACELY1726			
		consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods ACELY1727			
		use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts ACELY1728			
		understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them ACELA1539 **Moved from Language strand: Expressing and developing ideas**	understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them AC9E7LY08	Word knowledge	